



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 10111159
SAU: Bangor School Department
School: Mary Snow School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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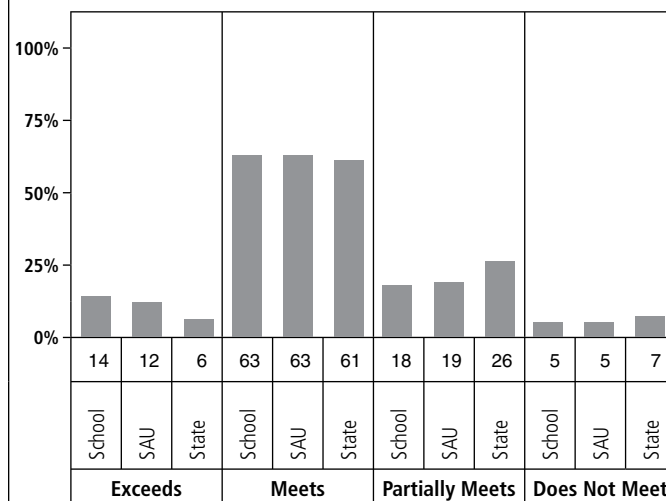
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Bangor School Department
School: Mary Snow School

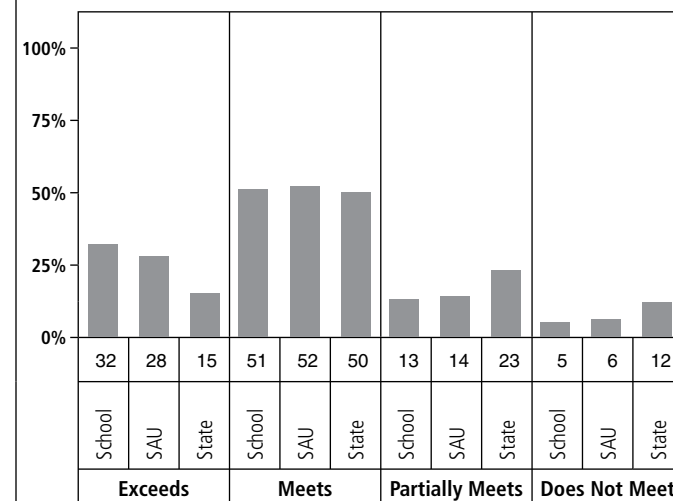
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	548	547	544
2007–2008	549	548	545
2008–2009	549	549	546
Cum. Avg.*	549	548	545
Mathematics			
2006–2007	553	552	546
2007–2008	555	552	546
2008–2009	554	553	547
Cum. Avg.*	554	552	546
Science			
2008–2009 **	548	546	543

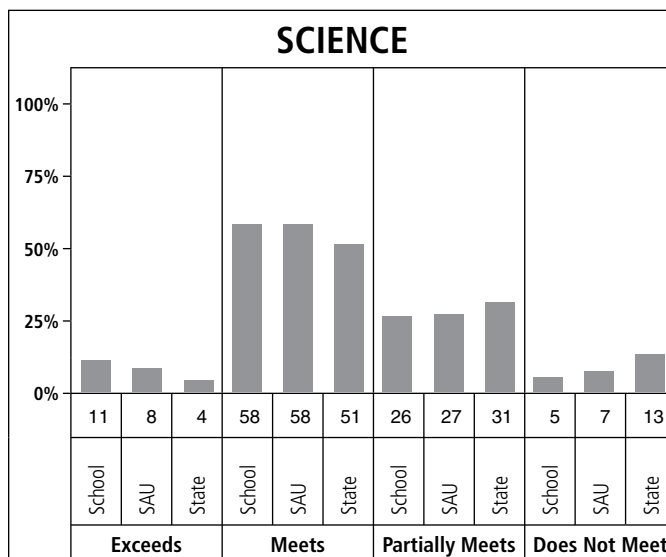
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Bangor School Department
School: Mary Snow School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	136	100	263	100	14212	100	132	99	256	99	14135	100	133	100	258	100	14144	100	133	100	258	100	14137	100
Ethnicity African American/Black	4	3	13	5	397	3	4	100	12	92	388	98	4	100	13	100	393	99	4	100	13	100	389	98
American Indian or Native Alaskan	1	1	3	1	110	1	1	100	3	100	110	100	1	100	3	100	110	100	1	100	3	100	110	100
Asian or Pacific Islander	4	3	7	3	259	2	4	100	7	100	253	98	4	100	7	100	258	100	4	100	7	100	257	99
Hispanic	4	3	4	2	175	1	4	100	4	100	172	99	4	100	4	100	172	99	4	100	4	100	173	99
Caucasian/White	123	90	236	90	13271	93	119	99	230	100	13212	100	120	100	231	100	13211	100	120	100	231	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	29	21	57	22	2479	17	27	100	54	100	2454	100	27	100	54	100	2455	100	27	100	54	100	2451	99
Current LEP	4	3	5	2	374	3	4	100	4	80	359	96	4	100	5	100	370	99	4	100	5	100	366	98
Economically disadvantaged	50	37	130	49	5848	41	47	98	125	98	5815	100	48	100	127	100	5819	100	48	100	127	100	5812	100
Migrant	1	1	2	1	8	0	1	100	2	100	8	100	1	100	2	100	8	100	1	100	2	100	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	104	76	185	70	10849	76	106	78	187	71	10872	76	106	78	197	75	10976	77
Identified disability (PET/IEP)	4	4	4	2	298	3	5	5	5	3	307	3	5	5	15	8	338	3
LEP	1	1	1	1	170	2	1	1	1	1	169	2	1	1	1	1	177	2
504 plan	1	1	4	2	123	1	1	1	4	2	121	1	1	1	4	2	126	1
Participation with accommodations	28	21	65	25	3122	22	27	20	65	25	3124	22	27	20	55	21	3019	21
Identified disability (PET/IEP)	23	82	44	68	1992	64	22	81	43	66	2000	64	22	81	33	60	1971	65
LEP	3	11	3	5	184	6	3	11	4	6	196	6	3	11	4	7	184	6
504 plan	1	4	7	11	84	3	1	4	7	11	86	3	1	4	7	13	81	3
Other	2	7	12	18	907	29	2	7	12	18	886	28	2	7	12	22	826	27
Participation through alternate assessment (PAAP)	0	0	6	2	164	1	0	0	6	2	148	1	0	0	6	2	142	1
Identified disability (PET/IEP)	0	0	6	100	164	100	0	0	6	100	148	100	0	0	6	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	3	2	5	2	19	0	3	2	5	2	19	0	3	2	5	2	20	0
Non-participation – other	1	1	2	1	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Bangor School Department
School: Mary Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	15	12	30	10	702	5
	2007-2008	12	10	25	10	659	5
	2008-2009	18	14	31	12	836	6
	Cum. Total*	45	12	86	11	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	76	58	165	57	7730	55
	2007-2008	81	66	170	66	8195	58
	2008-2009	83	63	158	63	8495	61
	Cum. Total*	240	62	493	62	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	30	23	81	28	4182	30
	2007-2008	28	23	51	20	3800	27
	2008-2009	24	18	48	19	3667	26
	Cum. Total*	82	21	180	22	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	9	7	16	5	1419	10
	2007-2008	2	2	13	5	1362	10
	2008-2009	7	5	13	5	973	7
	Cum. Total*	18	5	42	5	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	32.7	68.1	32.7	68.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	16.0	66.7	15.9	66.3	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.7	69.6	16.7	69.6	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Bangor School Department
 School: Mary Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	132	18	14	83	63	24	18	7	5	549	250	12	63	19	5	549	13971	6	61	26	7	546
Ethnicity																						
African American/Black	4										12	0	58	33	8	543	381	2	44	31	23	540
American Indian or Native Alaskan	1										3					110	0	48	38	14	541	
Asian or Pacific Islander	4										7	29	57	0	14	551	252	11	58	21	11	547
Hispanic	4										4					166	4	54	32	10	543	
Caucasian/White	119	18	15	71	60	23	19	7	6	549	224	13	63	20	5	549	13062	6	62	26	6	546
Not Reported	0										0					0						
Identified disability																						
Yes	27	1	4	12	44	8	30	6	22	540	48	4	35	35	25	539	2290	0	29	47	23	537
No	105	17	16	71	68	16	15	1	1	551	202	14	70	15	0	551	11681	7	67	22	4	548
Current LEP																						
Yes	4										4						354	1	35	34	30	538
No	128	18	14	80	63	24	19	6	5	549	246	13	63	20	5	549	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	47	1	2	29	62	13	28	4	9	544	120	5	63	26	7	545	5716	2	51	35	12	542
No	85	17	20	54	64	11	13	3	4	552	130	19	64	13	4	552	8255	9	67	20	4	548
Migrant																						
Yes	1										2						8	0	38	25	38	538
No	131	18	14	82	63	24	18	7	5	549	248	13	63	19	5	549	13963	6	61	26	7	546
Gender																						
Female	58	6	10	36	62	12	21	4	7	548	113	12	64	19	4	550	6882	8	62	24	6	547
Male	74	12	16	47	64	12	16	3	4	550	137	12	63	19	6	548	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	132	18	14	83	63	24	18	7	5	549	250	12	63	19	5	549	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										9	44	56	0	0	564	450	26	72	2	0	557
No	132	18	14	83	63	24	18	7	5	549	241	11	63	20	5	548	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Bangor School Department

School: Mary Snow School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
		%	N	%	N	%	N	%	N														%
How much homework do you do on school nights?																							
A. none	2	0	0	1	50	1	50	0	0	544	2	20	40	40	0	549	4	2	40	34	24	540	
B. less than one hour	52	4	6	47	69	12	18	5	7	547	50	5	64	23	8	546	70	6	63	26	6	546	
C. one to two hours	39	9	17	35	67	7	13	1	2	551	44	17	69	12	2	552	24	7	61	26	6	546	
D. more than two hours	8	5	50	0	0	4	40	1	10	553	4	45	9	36	9	554	2	4	42	33	21	541	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	46	11	18	36	59	13	21	1	2	552	41	17	63	19	2	552	36	10	67	18	5	549	
B. good	44	7	12	42	72	6	10	3	5	549	45	12	68	16	4	548	47	5	62	27	6	546	
C. fair	10	0	0	5	38	5	38	3	23	539	13	3	48	30	18	543	15	2	47	40	12	541	
D. poor	0										0						2	0	30	46	24	537	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	37	9	18	36	73	4	8	0	0	553	45	18	69	11	2	552	31	9	65	20	5	548	
B. They match some of what I have learned.	51	6	9	44	66	14	21	3	4	548	48	7	63	24	6	547	55	5	63	27	5	546	
C. They match just a little of what I have learned.	10	3	23	2	15	5	38	3	23	544	5	23	15	38	23	544	10	3	45	38	14	542	
D. There is no match.	2	0	0	1	33	1	33	1	33	537	2	0	50	25	25	539	3	1	31	41	27	537	
How difficult was the reading part of this test?																							
A. more difficult than my regular schoolwork	11	0	0	7	47	3	20	5	33	541	10	4	44	28	24	542	16	3	49	32	15	542	
B. about the same as my regular schoolwork	59	9	12	56	72	12	15	1	1	550	62	12	70	16	2	549	64	7	63	25	5	547	
C. easier than my regular schoolwork	30	9	23	20	51	9	23	1	3	551	28	17	56	21	6	550	20	5	62	26	7	546	
How difficult were the reading passages on this test?																							
A. Most of the passages were more difficult than what I normally read.	9	0	0	4	33	4	33	4	33	539	10	0	44	36	20	541	10	1	33	42	24	538	
B. Most of the passages were about the same as what I normally read.	52	5	7	46	68	14	21	3	4	547	57	8	67	21	5	547	52	4	61	29	6	545	
C. Most of the passages were easier than what I normally read.	39	13	25	33	63	6	12	0	0	554	33	25	63	11	1	554	38	10	68	18	4	549	
How much time do you spend reading at home each day?																							
A. more than one hour	27	7	20	26	74	2	6	0	0	554	25	20	67	11	2	553	20	10	64	21	5	548	
B. 20 minutes to an hour	54	11	15	47	66	12	17	1	1	550	52	14	68	16	2	550	56	7	65	24	5	547	
C. less than 20 minutes	5	0	0	4	57	2	29	1	14	540	6	0	60	20	20	541	10	3	52	33	12	543	
D. I rarely read at home.	14	0	0	6	32	8	42	5	26	540	17	2	44	37	16	543	14	1	46	38	14	541	
How many pages do you read in school and to complete homework assignments?																							
A. five or fewer pages	22	0	0	20	71	5	18	3	11	545	22	0	65	23	12	544	25	3	53	33	11	543	
B. six to ten pages	17	1	5	14	64	5	23	2	9	544	19	2	63	24	11	544	26	6	61	26	7	546	
C. eleven or more pages	61	17	22	47	61	12	16	1	1	553	59	20	64	15	1	553	49	8	65	23	5	547	
Optional school/SAU question																							
A.	13	0	0	2	100	0	0	0	0	551	17	0	67	0	33	543							
B.	7	0	0	0	0	1	100	0	0	538	11	0	0	50	50	527							
C.	0										0												
D.	80	0	0	5	42	4	33	3	25	538	72	0	38	31	31	538							

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Bangor School Department
School: Mary Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	26	20	63	22	1711	12
	2007-2008	34	28	60	23	1617	12
	2008-2009	42	32	71	28	2119	15
	Cum. Total*	102	26	194	24	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	77	59	158	54	6778	48
	2007-2008	73	59	148	57	7284	52
	2008-2009	68	51	130	52	7046	50
	Cum. Total*	218	56	436	54	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	20	15	57	20	3884	28
	2007-2008	11	9	34	13	3341	24
	2008-2009	17	13	35	14	3193	23
	Cum. Total*	48	12	126	16	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	7	5	14	5	1683	12
	2007-2008	5	4	17	7	1778	13
	2008-2009	6	5	16	6	1638	12
	Cum. Total*	18	5	47	6	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	30.2	62.9	29.3	61.0	25.5	53.1
A. Number	18	38	10.9	60.6	10.6	58.9	9.8	54.4
B. Data	10	21	6.5	65.0	6.3	63.0	5.2	52.0
C. Geometry	10	21	6.1	61.0	5.9	59.0	4.7	47.0
D. Algebra	10	21	6.8	68.0	6.5	65.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Bangor School Department
 School: Mary Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	133	42	32	68	51	17	13	6	5	554	252	28	52	14	6	553	13996	15	50	23	12	547
Ethnicity																						
African American/Black	4										13	15	23	38	23	542	385	6	35	28	30	537
American Indian or Native Alaskan	1										3					110	5	42	34	20	540	
Asian or Pacific Islander	4										7	43	29	14	14	551	257	19	50	20	12	548
Hispanic	4										4					166	9	43	31	17	543	
Caucasian/White	120	38	32	62	52	15	13	5	4	555	225	29	53	13	5	554	13078	15	51	23	11	547
Not Reported	0										0					0						
Identified disability																						
Yes	27	1	4	14	52	7	26	5	19	541	48	4	40	27	29	539	2307	3	32	32	33	536
No	106	41	39	54	51	10	9	1	1	558	204	34	54	11	1	556	11689	17	54	21	8	549
Current LEP																						
Yes	4										5	20	40	20	20	547	365	5	33	30	32	536
No	129	41	32	67	52	16	12	5	4	555	247	28	52	14	6	553	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	48	6	13	28	58	10	21	4	8	547	122	12	58	20	10	547	5731	7	46	29	18	542
No	85	36	42	40	47	7	8	2	2	559	130	43	45	8	3	558	8265	21	53	19	7	550
Migrant																						
Yes	1										2						8	0	38	50	13	540
No	132	42	32	67	51	17	13	6	5	554	250	28	51	14	6	553	13988	15	50	23	12	547
Gender																						
Female	58	13	22	30	52	12	21	3	5	550	114	23	54	17	6	551	6889	14	51	23	12	546
Male	75	29	39	38	51	5	7	3	4	558	138	33	49	12	7	555	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	133	42	32	68	51	17	13	6	5	554	252	28	52	14	6	553	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										9	100	0	0	0	574	450	64	34	2	0	564
No	133	42	32	68	51	17	13	6	5	554	243	26	53	14	7	552	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Bangor School Department

School: Mary Snow School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	2	100	0	0	0	0	0	0	574	2	60	20	20	0	560	4	8	38	26	28	539
B. less than one hour	51	18	26	35	51	12	18	3	4	552	50	20	52	17	10	550	70	15	52	23	10	547
C. one to two hours	40	17	32	29	55	5	9	2	4	555	44	34	55	10	2	556	24	15	51	23	11	547
D. more than two hours	8	5	50	4	40	0	0	1	10	560	4	55	36	0	9	560	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	44	28	48	22	38	6	10	2	3	559	42	42	40	11	7	557	34	28	50	14	8	552
B. good	48	14	22	38	60	8	13	3	5	552	48	21	58	14	6	551	45	11	54	24	10	546
C. fair	8	0	0	7	64	3	27	1	9	544	10	8	67	17	8	547	18	3	45	33	19	540
D. poor	0										1	0	50	50	0	546	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	58	26	34	43	56	7	9	1	1	557	56	33	55	10	3	555	38	22	52	19	7	550
B. They match some of what I have learned.	33	15	34	22	50	7	16	0	0	557	36	26	49	17	8	552	48	12	53	24	11	546
C. They match just a little of what I have learned.	6	0	0	1	13	3	38	4	50	527	6	6	44	25	25	539	11	6	40	30	24	540
D. There is no match.	3	1	25	2	50	0	0	1	25	548	2	25	50	0	25	548	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	5	2	29	1	14	2	29	2	29	543	6	19	19	31	31	542	17	7	42	30	21	540
B. about the same as my regular schoolwork	58	12	16	47	62	13	17	4	5	550	62	17	62	16	5	550	64	15	53	23	10	547
C. easier than my regular schoolwork	36	27	57	18	38	2	4	0	0	564	32	53	38	4	5	561	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	2	18	9	82	0	0	0	0	556	8	24	67	5	5	555	7	6	39	27	27	539
B. 30–45 minutes	17	6	26	14	61	3	13	0	0	554	19	17	49	21	13	548	28	9	49	28	15	544
C. 45–60 minutes	68	31	34	42	47	11	12	6	7	554	55	36	48	12	4	555	41	17	53	21	9	548
D. more than 60 minutes	7	3	33	3	33	3	33	0	0	555	18	20	60	13	7	551	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	0										1	0	33	33	33	536	6	14	43	24	20	543
B. two or three days a week	2	1	33	2	67	0	0	0	0	559	7	6	56	22	17	546	24	17	52	21	10	548
C. two or three times each month	23	6	20	18	60	5	17	1	3	551	34	31	52	11	6	553	33	17	52	21	9	548
D. never or almost never	75	35	35	48	48	12	12	4	4	556	58	31	52	13	4	555	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	14	1	6	12	67	3	17	2	11	544	14	9	56	21	15	544	23	13	47	26	15	545
B. two or three days a week	14	4	21	11	58	3	16	1	5	551	16	18	55	20	8	550	31	17	52	21	10	548
C. two or three times each month	38	19	37	24	47	8	16	0	0	556	37	33	52	11	4	555	27	17	52	21	10	548
D. never or almost never	34	18	40	21	47	3	7	3	7	558	33	37	49	10	5	556	20	12	50	24	14	545
Optional school/SAU question																						
A.	13	2	100	0	0	0	0	0	0	565	17	67	0	0	33	552						
B.	7	0	0	1	100	0	0	0	0	554	11	0	50	0	50	538						
C.	0										0											
D.	80	0	0	8	67	3	25	1	8	541	72	0	62	23	15	539						

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Bangor School Department
School: Mary Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	14	11	19	8	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	77	58	146	58	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	35	26	69	27	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	7	5	18	7	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	31.8	66.3	31.0	64.6	29.2	60.8
D. The Physical Setting	24	50	14.0	58.3	13.6	56.7	12.9	53.8
E. The Living Environment	24	50	17.8	74.2	17.4	72.5	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Bangor School Department
 School: Mary Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	133	14	11	77	58	35	26	7	5	548	252	8	58	27	7	546	13995	4	51	31	13	543
Ethnicity																						
African American/Black	4										13	0	38	38	23	538	382	2	31	32	35	535
American Indian or Native Alaskan	1										3					110	3	36	35	26	538	
Asian or Pacific Islander	4										7	0	57	29	14	539	256	5	51	27	17	542
Hispanic	4										4					167	1	40	37	22	539	
Caucasian/White	120	14	12	69	58	30	25	7	6	548	225	8	59	27	6	547	13080	5	52	31	12	544
Not Reported	0										0					0						
Identified disability																						
Yes	27	1	4	11	41	11	41	4	15	541	48	2	38	40	21	539	2309	2	29	39	29	536
No	106	13	12	66	62	24	23	3	3	550	204	9	63	25	4	548	11686	5	56	30	10	545
Current LEP																						
Yes	4										5	0	40	40	20	538	361	1	23	32	44	533
No	129	14	11	76	59	33	26	6	5	548	247	8	58	27	7	546	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	48	2	4	25	52	18	38	3	6	544	122	2	55	34	8	543	5729	2	42	37	20	539
No	85	12	14	52	61	17	20	4	5	550	130	12	61	21	6	549	8266	6	58	27	8	546
Migrant																						
Yes	1										2						8	0	25	13	63	530
No	132	14	11	76	58	35	27	7	5	548	250	8	58	28	7	546	13987	4	51	31	13	543
Gender																						
Female	58	6	10	29	50	19	33	4	7	546	114	7	56	29	8	545	6886	4	49	33	14	542
Male	75	8	11	48	64	16	21	3	4	549	138	8	59	26	7	547	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	133	14	11	77	58	35	26	7	5	548	252	8	58	27	7	546	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										9	22	78	0	0	557	450	25	72	2	1	557
No	133	14	11	77	58	35	26	7	5	548	243	7	57	28	7	546	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Bangor School Department
School: Mary Snow School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	50	1	50	0	0	548	2	20	40	40	0	550	4	2	37	35	25	538
B. less than one hour	51	4	6	44	65	17	25	3	4	547	50	5	56	28	10	544	70	4	53	31	12	544
C. one to two hours	40	8	15	29	55	15	28	1	2	549	44	9	63	26	2	548	24	5	51	31	12	544
D. more than two hours	8	2	20	3	30	2	20	3	30	549	4	18	36	18	27	549	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	24	6	19	18	56	5	16	3	9	550	29	13	61	18	8	549	26	7	56	26	11	545
B. good	62	6	7	52	63	24	29	1	1	548	57	6	60	31	4	546	53	4	53	31	11	544
C. fair	12	2	13	7	44	5	31	2	13	545	12	6	45	32	16	541	18	2	41	39	17	540
D. poor	2	0	0	0	0	1	50	1	50	534	2	0	40	20	40	537	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	18	2	8	17	71	5	21	0	0	549	26	6	65	25	5	547	23	5	56	28	11	544
B. They match some of what I have learned.	47	6	10	36	57	19	30	2	3	547	44	8	57	29	5	546	48	5	52	31	12	544
C. They match just a little of what I have learned.	29	5	13	21	55	10	26	2	5	550	25	8	52	30	10	546	23	4	49	33	14	543
D. There is no match.	6	1	13	3	38	1	13	3	38	541	5	8	58	8	25	544	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	25	4	12	20	61	6	18	3	9	548	23	9	54	23	14	545	23	5	48	31	16	543
B. about the same as my regular schoolwork	56	6	8	46	62	20	27	2	3	548	62	7	62	28	4	547	58	4	52	32	12	543
C. easier than my regular schoolwork	20	4	15	11	42	9	35	2	8	547	16	10	49	31	10	546	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	23	4	13	19	61	6	19	2	6	548	23	10	57	22	10	547	33	5	51	31	14	543
B. a few times a week	67	8	9	50	57	25	28	5	6	548	64	7	60	28	5	547	45	4	52	32	11	544
C. once a week	4	1	20	3	60	1	20	0	0	548	5	8	54	23	15	541	8	4	50	30	16	542
D. a few times a month	6	1	13	5	63	2	25	0	0	550	8	5	53	32	11	544	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	14	0	0	10	56	7	39	1	6	545	15	0	45	47	8	542	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	32	4	10	20	48	16	38	2	5	545	33	7	51	34	7	544	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	18	4	17	13	54	5	21	2	8	549	21	10	60	25	6	548	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	37	6	12	34	69	7	14	2	4	552	31	10	71	12	8	550	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	77	10	10	64	62	25	24	4	4	549	71	7	62	26	4	547	47	4	51	32	12	543
B. a few times a month	14	3	17	8	44	7	39	0	0	548	17	12	53	26	9	546	27	5	54	30	11	544
C. once a month	4	1	20	2	40	1	20	1	20	545	5	8	33	25	33	538	10	5	49	30	15	543
D. never or almost never	5	0	0	3	43	2	29	2	29	539	6	0	44	38	19	541	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	70	9	10	60	65	21	23	2	2	549	66	7	63	26	4	547	46	4	52	32	12	543
B. a few times a month	14	3	17	7	39	6	33	2	11	547	21	10	49	29	12	546	28	5	53	30	12	544
C. once a month	5	1	14	3	43	2	29	1	14	543	4	9	45	18	27	539	11	4	47	34	15	542
D. never or almost never	11	1	7	5	36	6	43	2	14	543	9	5	45	36	14	542	15	4	50	30	16	542
Optional school/SAU question																						
A.	13	0	0	2	100	0	0	0	0	557	17	0	67	0	33	545						
B.	7	0	0	0	0	1	100	0	0	540	11	0	0	100	0	536						
C.	0										0											
D.	80	0	0	6	50	3	25	3	25	540	72	0	46	23	31	537						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number